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ABSTRACT

This teaching guide presents nine lessons containing teaching strategies and learning activities for teaching ethical and moral values, emphasizing a self-directive approach, personal responsibility, peer interaction, and a sound counseling program. It is adaptable for use at all grade levels and is intended to be integrated with existing curricula. The first two chapters offer background information and emphasize the role of and the need for a positive attitude by the teacher. The nine lessons are entitled: Developing a Positive Self-Concept, Respect for Others, Dignity and Value of Work, Improving Citizenship Education and Patriotism, Developing Good Sportmanship, Respect for Private and Public Property, Respect for Law and Order, Honesty, and Reverence. Each contains an introduction to the problem, general teaching strategies, and a wide range of activities such as questioning, doing projects, taking field trips, doing academic units, discussing, and listening to guest speakers. The bibliography includes reference materials, fiction at several grade levels, filmstrips, and recordings. (Author/CK)

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GUIDE FOR TEACHING ETHICS AND MORAL VALUES IN THE ALABAMA SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DIVISION OF INSTRUCTION
STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA
1974

AUG 7 1980

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FOREWORD

Foreword

This guide for teaching ethics and moral values in Alabama schools is published by the State Department of Education with the invaluable help of the State Advisory Commission on Ethics and Moral Values, parents, teachers, and students. It is not to be thought of as a complete course to be taught at any one time or at any one level. Teaching ethics and moral values should be made an integral part of the students' total school experiences every day. Teachers should select ideas from the guide and adapt them to the needs of the students being taught and should use their own creative ability and expertise in making the study of ethics and moral values meaningful and acceptable to every student in the class.

Although many people have contributed to this publication, the following two groups have been primarily responsible for its preparation, and their work is gratefully acknowledged:

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INTRODUCTION

Introduction

After much thought and consideration, the State Board of Education on January 22, 1971, passed a resolution setting up a plan for instruction in ethics and moral values in the public schools of Alabama.

The text of the resolution is as follows:

WHEREAS, there have been widespread confusion and misunderstanding of the imperishable truths, time-tested doctrines, and democratic ideals upon which our state and nation were founded; and

WHEREAS, there has in recent years also been a clearly evident decline in the spirit of patriotism and disregard for religious, moral and ethical values on the part of young people and adults as well; and

WHEREAS, many students in Alabama's public schools, colleges, and other institutions of learning, and teachers themselves are sometimes disturbed and uncertain about what positions they should take as to basic truths, standards of morality and ethical behavior; and

WHEREAS, Alabama has never formulated a statewide program for teaching morals and religion in public schools;

NOW, THEREFORE, BE IT RESOLVED That the State Board of Education hereby authorizes the preparation of a general handbook and related curriculum materials to be used in such instruction; and

BE IT FURTHER RESOLVED That this handbook be prepared by the staff of the State Department of Education with counsel and assistance of a representative commission of distinguished citizens composed of fifteen members, one from each congressional district and the remainder from the state at large, to be appointed by the State Superintendent of Education with the advice and consent of the State Board of Education; and

BE IT FURTHER RESOLVED That, when the handbook and teaching guides are completed, the State Board of Education strongly encourages local boards of education, superintendents and other school officials to institute special studies of truth, justice, morality and also of religious, ethical and patriotic values for all pupils, and

BE IT FURTHER RESOLVED That copies of this resolution be sent to Governor George C. Wallace, members of the Alabama Legislature, city and county superintendents and local boards of education.

The commission of representative citizens and the committee from the State Department of Education were named. These groups met for organizational purposes on January 24, 1972.

In order to expedite this program the State Superintendent of Education asked the committee from the State Department to prepare a guide for instruction in ethics and moral values in the school. This guide would then be submitted to the commission for their consideration and suggestions and, upon their approval, be submitted to the State Board of Education for adoption for use in the classrooms.

As a basis for writing the guide, the committee scheduled meetings with students, teachers, and parents in different areas of the state in order to secure some input of ideas, opinions and viewpoints on the subject.

The comments from all these groups indicated tremendous interest in the plan proposed by the State Board of Education but a great diversity of suggestions as to how it should be carried out.

The students often expressed a felt need for someone with whom they could talk about their problems and an awareness of a communication barrier between themselves and the adult group. They expressed concern about many of the present-day trends and standards of conduct. Some students felt that more opportunities should be given students to make their own decisions but that they would welcome guidance and advice if these were offered in the proper spirit.The students emphasized their feelings about the pressures exerted upon them by some of their peers. Probably the most severe indictment of the adults by the students was the impression on the part of some of them that often teachers and even parents were not concerned with their problems.

The teachers with whom the committee talked generally expressed a strong interest in this work and a willingness to do whatever they could to carry it out. They did feel that this type of work should be merged with courses and activities rather than an additional separate course or unit. They pointed out that many courses and activities in the schools have as one of their objectives instruction and guidance of a moral nature. The teachers also recognized the fact that a communication gap existed but did not feel that it was insurmountable.

The parents as a group were deeply concerned and interested in the discussions. They were pleased that work in the area of values was being proposed for the schools and at times expressed a feeling of defeat in their own effort to relate effectively to their teenage children. They expressed a desire for direction and help as to how they might cooperate with the schools in making this work effective in the lives of the young people.

The State Department of Education committee has studied all recommendations from the field reports in an effort to design a plan that will meet a major need in our schools and ultimately in our society as a whole. In addition to this approach, the committee has studied all available printed material on teaching morals and values.

The committee considered two approaches toward instruction in morals and values. One approach is to rely upon maintaining conformity to regulations and social norms, emphasis on arbitrary obedience and respect for authority, external rewards and penalties, and teacher-centered techniques. The other approach is to take a long-range plan which would emphasize self-direction, personal responsibility, peer interaction, and a sound counseling program.

The committee recommends the self-directive approach as the most effective plan for the public schools of Alabama. The areas recommended and the strategies for developing them are described in the next section.

THE ROLE OF THE TEACHER

The Role of the Teacher

"The key person in every school is the classroom teacher. He is charged with the responsibility of transmitting the skills and values of our cultural heritage and of guiding pupils toward a realization of their role as effective citizens.

"Because of the influence and effect which a teacher has upon the lives of the children and youth with whom he works, we need to examine the facets of teacher growth, attitudes, and values. Although, on the basis of research presently completed, no single set of criteria for measuring teacher competence has yet been discovered or developed, leaders in education have compiled lists of desirable personal characteristics which they consider important for teachers in their task of helping children and youth develop moral and spiritual values.[1] 'Personal character of an acceptable quality to serve as an example to American youth often determines the success or failure of a teacher in teaching subject matter as well as in contributing to moral development.'[2]

"As a person, the teacher needs:

1. To maintain a steadfast and informed loyalty to the values and processes of the American heritage.
2. To have developed a set of values to serve as guideposts to a philosophy of life.
3. To incorporate these values in all his human relationships with others, both in and outside school.
4. To evaluate at regular intervals these values, critically and reflectively, as they serve him in his daily life.

"Only as values increase the teacher's capacity to make mature personal adjustments to society can he begin to help his students develop their own values.

"As a member of the profession, the teacher needs:

1. To have a positive attitude toward the worth, importance, and values of his profession.
2. To have a knowledge of child development and its application to intellectual, emotional, social, spiritual, and physical growth.
3. To create with his pupils a classroom climate free from tension and anxiety by establishing a relationship of mutual respect through affection, acceptance, and security. In such an atmosphere creative thinking, originality, initiative, and independence are most likely to flourish.
4. To develop skills in communication in order to interpret the curriculum to parents and to the community as it affects the life of children.
5. To participate actively in shaping educational policies.
6. To execute loyally those policies which have been approved by the school system.
7. To achieve and sustain a high level of professional competence.

"As a member of the community, the teacher needs:

1. To provide educational leadership for the community.

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[1]A Guide—Teaching Moral and Spiritual Values in Florida Schools, State Department of Education, Tallahassee, Florida
[2]The Educational Policies Commission

2. To establish a condition of mutual trust, understanding, and sympathy with people within the community.
3. To establish himself as a person whose moral and spiritual values are reflected in his personal way of life.
4. To participate in community activities to an appropriate degree, keeping in mind that his primary responsibility is to the classroom."[3]

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[3]A Guide—Teaching Moral and Spiritual Values in Florida Schools, State Department of Education, Tallahassee, Florida

POSITIVE SELF-IMAGE

Developing a Positive Self-Concept

Introduction

The needs of greatest significance to man are those related to one's self-esteem and reputation status. All that happens to him from birth to any given time in life contributes to his self-concept which he expresses in positive or negative behavior. His positive self-concept is expressed in his feeling of self-respect and self-confidence. With this feeling he is interested in and motivated to set and achieve academic, moral, and social goals for living.

General Strategies

It is the primary task of the school to provide a curriculum or guided experiences for all students which contribute to the development of a positive self-concept. The curriculum must bring into focus existing social, economic, political, and moral problems which influence one's self-concept and behavior. It must be experiential centered, providing opportunities for positive action to balance the abstract experiences. Emphasis must be given to individual performance as a contribution to cooperative endeavor. Each student must develop skills in setting and evaluating his personal academic, moral, social, and ethical goals which are unique for him. To provide a curriculum which will help students develop these values and skills, it will be imperative that faculty groups study and make curriculum changes which give emphasis to such value-based concepts as self-knowledge, living and dying, and cooperation-competition spectrum, family responsibility, future orientation, growth of American technocracy, and self-discipline.

Specific Strategies

The teacher is recognized as the greatest force in helping students gain a positive and realistic image of himself as a learner. His beliefs about himself and his students are crucial factors in determining his effectiveness in the classroom.

Each teacher needs to view himself with respect and acceptance. He is then in position to build positive and realistic concepts in his students. He needs to ask himself the following questions:

1. How do I show students that I am calm, supportive, and facilitative in helping them grow as persons?
2. How do I show students that I am interested in and aware of their individual uniqueness?
3. How do I convey my expectations and confidence that students can accomplish work, can learn, and are competent?
4. How do I exemplify my standards of values, meet the demands of competence, and display skills in guidance toward solutions to problems?
5. How do I work with parents to enhance the academic expectations and evaluations which they hold of their children's ability?
6. How do I serve as a model of authenticity for the students?
7. What opportunities do I create to establish private or semi-private communication with my students?

To implement a value-base curriculum which gives emphasis to developing a positive self-

concept, the following sample list of instructional practices is appropriate:

1. Individualize instruction.
2. Involve students in planning and developing experience units which include value concepts, such as
   a. Who Am I
   b. Do I Have What It Takes
   c. How I Make Decisions
   d. My World of Work
3. Use evaluation practices which recognize action or participation as well as the cognitive learnings.
4. Use teaching practices which help students to face problems and accept themselves.
   a. Study of biographies
   b. Role-play real problem situations
   c. Organize groups to develop skills, leadership, and self-confidence.
5. Design and use instruments or forms which help students to observe their behavior and progress in the development of their self-concept. Examples:

A Look at Myself

My strong points	What I can do to improve	How these may help me later
My greatest needs		

****

What I Think of My School Work

Subjects I am taking	Ones I like very much	Ones I don't like	Ones I did well in	Not so well	Average

Self-Study and Appraisal

My goals	What I need to reach my goals	Difficulties I may have in reaching my goals	Plans for reaching my goals

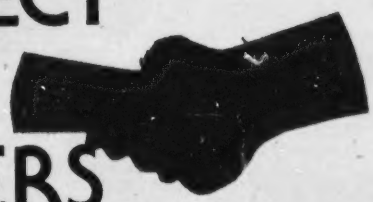
6. Use standardized instruments designed to give information relating to the self-concept of students, such as
   a. The Thomas Self-Concept Value Test, by Walter L. Thomas, Ed.D.
   b. The Differential Value Profile, by Walter L. Thomas, Ed.D.
7. Encourage students to examine and evaluate printed and audio-visual materials on self-discovery or self-concept which are being published, such as

Ron Willingham. *Adventures in Self-Discovery.* National Education Corporation, Inc., 459 South McDonough Street, Montgomery, Alabama 36104 (Appropriate for junior and senior high school)

Harold C. Wells and John Canfield. *About Me.* Combined Motivational Educational Systems, Inc., 6300 River Road, Rosemont, Illinois 60018 (Appropriate for primary level)

Audrey Peterson. *Motivation Advance Program.* Combined Motivational Educational Systems, Inc., 6300 River Road, Rosemont, Illinois 60018

RESPECT FOR OTHERS



Respect for Others

Introduction

Respect is defined by "The Human Value Series" as recognizing that every person is important, including oneself. It is also admiring or looking up to others.

The school has an obligation and excellent opportunity to develop a healthy respect for excellence and achievement in others, as well as an opportunity to instill respect for the attitudes and values of others.

Perhaps one of the most effective ways of developing respect for others on the part of the teacher is by the teacher's setting a daily example of respect, by accepting the individual child as he is, and proceeding with classroom instruction from this point.

Hard work and production through hard work should receive encouragement and be appreciated on the part of the teacher. This, hopefully, will carry over to the students in their daily life situations.

It is of utmost importance for the teacher to help his students realize that each classmate is a very important person, a special one of a kind with his own unique talents, hopes and fears. Each student has amazing abilities waiting to be discovered and developed.

This is a beautiful fact and an exciting one, but not a particularly easy one to teach to students with poor self-concepts.

It is hoped that the school can promote the confidence in the students through counseling, group sessions, etc. — in order that the individual student may realize that almost any problem can be met, analyzed, and overcome. This will help the student to become more respectful of others when he gains more respect for himself.

General Strategies

Some of the overall objectives that the teacher may stress in his everyday classroom work are

1. Improvement in student's behavior toward his fellow student
2. Encouragement of more respectable and reasonable attitudes in daily school routines
3. Encouragement of a lessening of tensions and prejudices among students of different religions, races, and moral groups through relaxed and accepted activities.
4. Recognition of and respect for qualities of dignity and worthiness in the student's fellowman
5. Promotion of a constructive, instead of a destructive, attitude toward the schools, homes, and individuals.

Specific Strategies

Some of the following specific activities are suggested for stimulating and motivating the student to respect others and become aware of the importance of moral and spiritual values:

1. Conduct unit on *Our Town* in the following ways:
   a. Have students identify individuals in their own community who are greatly respected.
   b. Discuss why these individuals are respected.
   c. Discuss how respect is created.

d. Select a respected individual in the community and let class invite him to speak to them.

2. Plan a skit for assembly and let students write lines and develop skit. Perhaps show contrast in skit between
   a. One who instills respect in others, and
   b. One who does not instill or inspire respect in others.
3. Teach respect for authority through discussion of people in authority (policeman-teacher-parents).
   a. Plan a field trip and have students note people in authority and attitudes toward them. Return to school and let students write a summary of observations of respect shown for people in authoritative positions.
   b. Discuss how this respect could be strengthened and shown by the students.

Further information concerning promotion of respect for others can be obtained from the following:

1. *Adventures in Self-Discovery* — Ron Willingham
   National Education Corporation, Inc.
   459 South McDonough Street
   Montgomery, Alabama 36104
2. *The Human Value Series*
   Steck Vaughn Company
   P. O. Box 2025
   Austin, Texas 78767

THE VALUE OF WORK

Dignity and Value of Work

Introduction

As a part of schools' curricula, it becomes their responsibility to present to the students the need for and positive acceptance of the dignity and value of work. This can be accomplished mainly through that segment of the curriculum umbrella known as "Career Education." "The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work." (Career Education, HEW.)

The problem can be stated simply: Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for careers. In 1970-71, there were 850,000 elementary and secondary school dropouts, many of whom found school irrelevant; 750,000 general curriculum high school graduates who did not attend college; and 850,000 high school students who entered college in 1967 but did not complete the baccalaureate or an organized occupational program.

General Strategies

As proposed by the Department of Health, Education, and Welfare, a "Career Awareness" may be introduced in grades K-6, a "Career Exploration" in grades 7-10, with "Entry Level Jobs" encouraged in grades 10-12.

Under the career education concept the student in grades K-6 meets the world of work through a variety of educational clusters. For example, in the "transportation occupations" cluster, he becomes aware of such diverse occupational areas as aerospace, pipeline, road and water transportation. He is made aware of the hundreds of job categories in each cluster and their relationship to each other as well as to himself and others in our society.

In the middle grades 7-9 the student is able to examine more closely those clusters in which he is most interested.

By the end of the 10th grade the student develops elementary job entry skills — as a typist, for example, a construction helper, social work aide, service station attendant, or environmental technician aide — skills he can pursue if he does not complete the 12th grade.

The important thing is that each student master the skills he will be required to live by. Whether these skills are labeled "academic" or "vocational" is beside the point.

Career education in itself will not ensure our educational system that our students will develop a sense of ethics toward work. As was mentioned in the beginning, positive attitudes of moral and ethical value should be developed along with this career education concept, and these attitudes can be most clearly instilled in the students through the attitudes of the teacher. All teachers of the academic areas should be generalists to the point where they, in their given areas, impart to their students that the *philosophy* of work is of utmost importance in our democratic society. As old and trite as this may seem, it is still the responsibility of the individual teacher to set the example of the right attitude toward this whole concept of the dignity and value of work.

How can this "proper attitude" be accomplished specifically? This must be a joint effort on the part of the administrators, the classroom teachers, and the students. It must evolve from large group activities, such as assembly programs; from small group activities, such as club

projects; and from activities in the classrooms which tie directly to the academic course. These attitudes need to be developed by teachers and students in the actual school setting; it is not for those separate and apart from such a setting to do more than *suggest* an activity or two that might give some "food" for further thought.

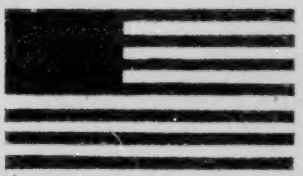
Specific Strategies

1. Field Trips — These could begin at the elementary level in a general way and progress to more specific areas of interest which relate directly to each academic area on the secondary level.
   a. Fire departments
   b. Government buildings and historic sites if close by
   c. Museums (to show how people worked in the past: Indians, frontiersmen, etc.)
   d. Planetariums
   e. Public libraries

   (These are examples. The list should coincide with those facilities available.)
2. Guest Speakers — These people should be carefully chosen through a committee in a school in order to coordinate a program that will not overlap one academic area with another and that will be so structured as to include vocational and professional persons. On a secondary level it would be feasible for guidance personnel to head such a committee.
   a. Doctors, nurses
   b. Bank executives
   c. Secretaries
   d. Beauticians
   e. Journalists

   (These are examples. The list should adapt itself to the availability of such persons in the community.)
3. Academic Units on Work — These could be developed by individual teachers or by a team-teaching effort, for example, with the English and social studies teachers.
   a. Literature
      (1) Teach a unit on the way the attitudes toward work have changed from the era of Dickens through today.
      (2) Teach shorter units on the concepts of work as portrayed through the writings of Walt Whitman, Mark Twain, Hamlin Garland, Willa Cather, etc.
   b. Social Studies
      (1) Trace the changes that have occurred in working conditions prior to the Industrial Revolution through today.
      (2) Compare the attitudes toward work of United States citizens of the Depression '30s when people desperately wanted work, with today, when the idea of welfare has grown out of proportion in some instances.

PATRIOTISM



19 22

Improving Citizenship Education and Patriotism

Introduction

The teacher who is working to improve citizenship and patriotism must possess the values he is trying to instill in the students. This teacher must be a good citizen and patriotic if his values are to be an example for others.

Emphasis upon citizenship and patriotism does not mean that the teacher must be the perfect citizen. Realization by the teacher that the best of us fail at times should provide us with sympathy, generosity, and fairness in dealing with the pupils who will also fail to meet the desirable standards. If we accept commendation for success, we must also accept responsibility when we fail.

It is the duty of education to help provide society with good patriotic citizens.

The basic principles of democracy are those which guided the drafting of the Declaration of Independence, the Constitution of the United States, and the Bill of Rights, and which may be the guidelines for good citizenship and patriotism:

That men are created equally in terms of worth,
That liberty and justice are birthrights of all citizens,
That government shall rest on the consent of the governed,
That the essential freedoms that give liberty its meaning shall be protected by all,
That the rule of law and not the arbitrary dictates of individuals shall provide the constraints of society,
And that the humblest member of society may realistically aspire to the highest position commensurate with his abilities.

General Strategies

The teacher must represent the values of a patriotic citizen that he would have his students acquire. The student properly assumes that the acquisition of what the teacher recommends and practices will be borne out by the test of daily experience. If there is a real correlation between the teacher's code and the life he lives, the pupil will be doubly taught by precept and example.

The sense of justice is an important attitude to develop in the maintenance of a democratic social order. When the people of a community, state, or a nation accept the decision of judges as fair and the acts of legislative bodies as fair and wise, there exists in these groups a well-developed sense of justice.

The idea of citizenship and patriotism can be woven into the whole personality fabric. It is the duty of the teachers to help students apply good citizenship standards and patriotism in all situations.

Situations in the classrooms, group or club meetings, and various other types of extracurricular activities provide settings which offer opportunities to develop good citizenship and patriotism.

The following basic values serve as guidelines for personal and social behavior and help to develop patriotic young citizens that would support our democracy:

Morality as manifested by respect for worth and dignity of man, and respect for the different ways of life chosen by men in various settings where they are found,

Justice as a concept that conditions the formation and application of the law,

Honesty and openness both in the performance of public duty and in our relationships with one another,

Truth as derived from the use of reason and intellect in the solution of problems,

Patriotism which is not blind but based on constant application of critical judgement which in turn is based on clear understanding of the political, economic, and social processes that characterize the society.

This kind of patriotism is demonstrated in loyalty to those institutions, both private and public, that reflect democratic values and principles.

Specific Strategies

Children should be taught the national anthem and have opportunities to participate in singing it.

Children should be taught about our flag, respect for it, how it is displayed, the salute and pledge to it.

Opportunities should be provided to practice these activities.

On every occasion possible, respect for our country and our state should be taught. The social studies area is an appropriate place in the curriculum for this emphasis.

Opportunities should be provided for study and discussion of

The Bill of Rights	The Constitution of the United States
The Declaration of Independence	The Alabama Constitution

In the study of the aforementioned important writings, the difference between the old and new approaches to citizenship education and the recognition lies in the fact that (1) democracy is a process and not simply a body of knowledge; (2) the knowledge fundamental to understanding the implications of democratic decisions in today's world must draw from all disciplines, not just social sciences; (3) rational thought process reflecting commitment to logic and scientific modes of inquiry and analysis will lead more dependably to the development of social and political cohesiveness than will be the case with traditional programs which emphasize memorization of factual materials in isolation from the concepts and generalizations which give them meaning; and (4) the values that guide behavior in responsible ways, when really needed, are better based on a personal discovery of the validity of substantive values through involvement-type learning activities rather than an indoctrinated value system.

Programs on special holidays and seasons provide an appropriate time to emphasize historic events and their relationship to us today.

Read biographies of outstanding Americans whose lives exemplify the worth and dignity of man.

Love of freedom in America's past may be developed by having students

1. Study and sing the hymn, "America,"
2. Study and sing "The Star-Spangled Banner,"
3. Study Lincoln's "Gettysburg Address,"
4. Study "Our American Heritage,"
5. Study and sing "America The Beautiful,"
6. Read and listen to the recording, "I Hear America Singing."

SPORTSMANSHIP

Developing Good Sportsmanship

Introduction

According to the late Dr. Jesse Feiring Williams, the most penetrating fact about the development of social values, such as sportsmanship, the school experiences is the realization that in such matters one teaches what one is. The simple fact is that he who would teach social values must himself possess them. The coach of an athletic team cannot teach sportsmanship if he himself lacks generosity and fairness. The teacher cannot lead pupils to face facts realistically if he himself rationalizes his own behavior and shows intellectual dishonesty in even the simple affairs of life.

The countless number of competitive activities in schools today are not operated to humiliate opponents. Small, cruel boys and girls and some adults who are still growing up act in this way; but the code of fair endeavor is built upon the standard expression "may the better man win." For those who lose there is no humiliation unless a faulty education has taught them to expect always to be right and never to lose. Educational policy cannot be derived from the limitations of emotionally abnormal children. Such children should have the supervision in activities that their special problems require, but they are the special cases that illustrate the principle of individual differences. Children who are humiliated when their team loses, therefore, need special care exactly as do others who are timid, shy, secretive, unduly sensitive, fearful, and vain.

Emphasis upon social values does not mean that the teacher must be the perfect personality. Realization by the teacher that the best of us fail at times ought to provide sympathy, generosity, and fairness in dealing with the pupil who also fails to meet the standards about which he, too, learns.

General Strategies

1. The teacher must demonstrate the values he would have his people acquire. The pupil properly assumes that the acquisition of what the teacher recommends will be borne out of every test to which it is put. If there is a real correlation between the teacher's code and the life he lives, the pupil will be doubly taught by precept and example. When we accept responsibility for success, we cannot shed responsibility when we fail.
2. The sense of justice is an important attitude to develop in the maintenance of a democratic social order. When the players of a team believe that the decisions of a referee are fair and when the people of a community, state, or nation accept the decisions of judges as fair and the acts of legislatures as just and wise, there exists in these groups a sense of justice.
3. The idea of fair play can be woven into the whole of the personality fabric. Although associated directly with games, it has implications in every human relationship. It is admirable to see children show fairness in games, but the idea must become generalized so that fairness to other persons is a guiding principle of individual action. It is the clear duty of all teachers to help children apply the good standard of the game to other situations.
4. The gymnasium and playground are excellent laboratories where the standards of "play fair," "be honest," and "be square" may be continually illustrated in the face of the instinctive impulse to personal and selfish action.
5. Situations in the classroom, group or club meetings, and various other types of co-cur-

ricular activities provide settings which offer opportunities to develop good sportsmanship.

6. It is the duty of education to promote not only fine sportsmanship but also sound notions of the competitive process. Competition in any school activity should always reflect the highest standards of sportsmanship. Educational leadership should be alert to recognize and condemn those practices in which the competitive situation is manipulated so that a contestant can win unfairly, in which the urge for power or prestige manages affairs so that the competition is unequal, and in which the "winner" and his achievements are exploited to his great disadvantage for commercial or other gains.

Specific Strategies

1. On the eve or day of an athletic contest, each teacher or several appointed ones should take a few minutes to discuss the positive aspects of good conduct and sportsmanship. This could be done in homeroom or in classes.
2. The above procedure should also take place prior to student government elections, homecoming queen elections, or any other elective-type office.
3. A time prior to local, state, and national elections may be good to discuss the "graceful winner" and the acceptance of defeat.
4. Pep clubs or other student groups should be encouraged to take the leadership role in exhibiting good sportsmanship.
5. The school newspaper could run articles pertaining to good sportsmanship.
6. Teachers, especially English teachers, could assign themes to be written and oral presentations to be made concerning all phases of good sportsmanship.
7. A sportsmanship award presented to athletes as well as others may be an incentive for practicing good sportsmanship.
8. A half-time show at a football game built around the theme of good sportsmanship would help reach adults and those not attending school.
9. Physical education teachers especially have many good opportunities to develop good sportsmanship through events which take place during the course of an activity.
10. If the sportsmanship is poor in a school, the student council could take this as a project.
11. Bulletin boards containing the theme of good sportsmanship could be developed.
12. Teachers should seize the opportunity to point out poor sportsmanship of others to their students as a method of preventive education.
13. Teachers and other school officials should really emphasize the positive side of sportsmanship and be careful not to dwell on the negative.
14. Teachers and school officials should demonstrate good sportsmanship at all times.

RESPECT FOR PROPERTY

Respect for Private and Public Property

Introduction

Since people are not born with a set of values comparable to the demands of the society in which they are to live, these values have to be developed in some way and by some means. Of the many social institutions which will be responsible for development of the values that will ultimately guide the child, the home is the most important. The kind of personality the youngster becomes depends to a large extent on the values he thinks, feels, and accepts as important. The home is important but it is not the only place to teach ethics and moral values. The church, the school, and individuals with whom the child comes in contact — all have a definite responsibility to help in the development of values. If one or more of these institutions fails to exert its influence in developing the desired values, other institutions are not given a license to do the same.

General Strategies

The school has a far greater responsibility than that of developing academic skills. It should perceive its role as being far more comprehensive. Total development of the child should be the primary function of all educational institutions.

School administrators, teachers, and other school personnel have an excellent opportunity to help students develop positive values concerning public and private property. This can and must be an integral part of the regular instructional program. This responsibility should never be considered an altogether separate part of the school curriculum to be taught by one teacher in a particular class or at a particular time. To be effective, this part of the school program must be continuous and must be taught by precept and example by every teacher in every grade.

Specific Strategies:

To be effective, all students must be involved in pertinent and relevant school, classroom, and community activities which will ensure growth in respect for property. The teacher is encouraged to use his own imagination, creativity, and originality in helping students develop the proper attitude relating to public and private property. The following are only suggestions and are not listed according to grade level. Teachers should use them as they fit into their respective programs.

1. Students should be helped to understand that they have a responsibility for keeping the classroom clean, neat, and in order. Students should be taught to
   a. Keep paper off floor
   b. Clean shoes before entering building
   c. Keep desk in order
   d. Take care of books, pencils, colors, etc.
   e. Get permission to remove other students' books, pencils, etc. from their desks
   f. Use care not to mar or deface desks, books, walls, bulletin board displays, etc.
2. Students should be made aware of the laws concerning defacement of property and subsequent penalties.
   a. Invite a public official such as a district attorney to explain the law.

b. Make a study of local, state, and federal laws relating to destruction of property.

3. Students should be made aware of the cost of different governing bodies of repairing or replacing damaged buildings, objects, etc. Information could be obtained from the probate judge for county-owned property, city clerk for city-owned property, state officials for state-owned property, etc. These people could be invited to speak to a group or class of students.
4. Students should understand that tax money is used to construct, maintain, and operate public buildings and facilities for the benefit of all people. If these are made inoperable, it results in inconvenience for some.
5. Students should be made knowledgeable of the fact that all property, whether public or private, represents an investment of some kind from somebody.
6. Students should be aware that we all have responsibility to each other and to posterity to conserve all resources and to keep the environment attractive and free of unnecessary pollution. There should be class and/or group discussions, student research and reports, field trips to visit public or privately owned buildings, playgrounds, etc., which are provided for public use and convenience to see firsthand vandalism caused by others.
7. Students should learn to take pride in ownership of property, the preservation of its beauty and usefulness.
8. Students should study the cost of replacing textbooks which have been unnecessarily abused, and be made aware of the inconvenience caused by using abused and mutilated textbooks.
9. If reference materials are available, students should be asked to do research to determine causes for such deviate behavior.
10. Field trips should be planned which will take students to public grounds and buildings for firsthand observation.
11. Time and place for the class to discuss their observations should be scheduled.
12. The class should be encouraged to debate the pros and cons on property destruction.
13. Plans should be made to visit and interview public officials relative to added cost of maintenance as a result of vandalism.
14. Plans should be made to visit the slum and affluent areas in the community.
15. Students should be encouraged to observe playgrounds, public buildings, etc., as they travel and make reports, both written and oral, to the class.
16. Students should learn to use the school's bulletin boards to keep the student body constantly reminded of the duties and responsibilities relative to property.
17. Role-playing experiences should be used to help students gain valuable information and knowledge.

LAW AND ORDER

Respect for Law and Order

Introduction

"At his best, man is the noblest of all animals; separated from law and justice he is the worst." Aristotle

"Life and law must be kept closely in touch. . . . The only point in having law is to make life work. Otherwise there will be explosions." Arnold Toynbee

Merriam-Webster defines law as a rule or order that is advisable or obligatory to observe.

In the more basic concept the term "law" relates to an unchangeable and fixed rule; e.g., the laws of physics, chemistry, mathematics, engineering, nature, and, in a more liberal sense, the fine arts. These laws determine the balance, stability, and configuration of the elements which they govern. A violation or infraction of these laws will result in disorder. The more serious the nonconformity, the greater the discord or disaster.

For the same reasons, society must have rules or laws, though more flexible than the natural laws. These laws are blueprints for acceptable behavior, setting limits within which individuals or groups may seek alternate ways to achieve their goals. Nonexistence of workable laws or transgression against them will produce the same catastrophic imbalance in man's order as would result in the natural realm if incompatible chemical elements were combined.

One, however, must guard against equating order with law. They could be adversaries. Order may be spawned by fear and despotism and maintained by armed force rather than application of law. Conversely, shoppers seeking bargain-priced merchandise may become highly disorderly without offending any civil or criminal statute.

This country was conceived in the principle of domestic tranquillity through due process of law. This is a part of the American dream. This dream, coupled with energetic, innovative people with an insatiable thirst for accomplishment, catapulted the United States into a leading and exemplary world power.

Today, though solid as are most of America's achievements, strong as most of her values remain, and hopeful as many signs are for the future, the nation faces difficulties, problems, and challenges monumental in nature. Chief among these is a widespread blatant disregard for democratic law and order. Violence is much too commonplace on the American scene, as reflected in the following statistics (based upon reported offenses):

Between 1960-1969 the population rose 13 percent; the total crime rate rose 120 percent; violent crime rate increased 104 percent.

According to the 1969 F.B.I. report

Nine serious crimes were committed each minute.

One violent crime was reported every 48 seconds.

One murder was committed every 36 minutes.

One robbery occurred every two minutes.

There was a burglary every 16 seconds and one auto theft for each 36 seconds.

Daytime burglaries of residences increased 286 percent from 1960-1969.

Arrests of juveniles for serious crimes doubled between the years of 1960-1969, while

the number of persons between the ages of 10 and 17 increased only 27 percent.

The 11-17 age group — representing 13 percent of the population — commits one-half of all property crimes.

One of every six male youths will be referred to juvenile court in connection with a delinquent act, excluding traffic violation, before his 18th birthday.

74 percent of the persons under 20 years of age who were released from incarceration in 1963 were rearrested within 6 years. 72 percent of the narcotic offenders were rearrested within the same time period.

Arrests for Narcotic Drug Law offenders in 1969 increased six times over 1960. Narcotic arrests in 1969 rose 45 percent over those in 1968.

86 law enforcement officers were murdered in 1969.

Between 1963 and 1968 over 2 million Americans participated in demonstrations, riots, or terrorism to express their political demands or private hostility. No more than a fifth of them took part in activities prohibited by law; yet their actions reportedly resulted in more than 9,000 casualties, 200 deaths, and 70,000 arrests.

Sampling of the rate of common felonies as reported by the Federal Bureau of Investigation (1971) by regions and for Alabama:

	Robbery	Burglary	Auto Theft
Northeast	141,226	574,949	297,663
	285.0*	1,159.4	600.2
North Central	98,716	559,968	234,549
	172.4	977.8	409.6
West	62,353	586,570	206,072
	175.7	204.0	580.8
South	83,503	646,936	203,072
	130.6	1,012.2	318.1
Alabama	2,005	27,078	7,696
	57.6	778.3	221.1

*The subnumbers reflect the rate per 100,000 inhabitants.

In March of 1966 the President reported to Congress that beyond public expenditures, crime costs the nation in personal injuries, stolen or damaged property, and concomitant economic loss more than 27 billion dollars annually.

A national sampling indicates that the career policeman ranks below midpoint on a prestigious occupational scale. One group of sophomores and juniors of a northeastern college rated this career 17th on a scale of 23.

Although these statistics are significant in an after-the-fact evaluation and analysis, our real concern is with the cause. A former attorney general of the United States is credited with

having stated that the major contributions to the increasing crime rate are the dehumanizing effect of slums on the individual, racism, ignorance, poverty and unemployment, idleness, malnutrition, sickness and disease, congenital brain damage and prenatal neglect, pollution, inadequate housing, alcoholism, narcotics, greed, anxiety, fear, hatred, hopelessness, and injustice.

The attorney general is not unique in reaching the conclusion which he has postulated. The preponderance of reports prepared by various crime commissions at all echelons of government also speak to these points.

There is no way to circumvent these problems with platitudes and generalities. They call for urgent attention and direct action on the part of the majority of our citizenry. Commitment to principles without energetic involvement serves no purpose. The charge is not to education alone. It is to all institutions. Nevertheless, education must recognize the fact that due to its accepted and legal position in society it is entrusted with the prime role.

Education's responsibility can only be effectively realized if attainable goals, objectives, and a plan of action are established.

General Strategies

Activities designed to augment and enrich the teaching of law and order should be varied but realistic and practical with the emphasis upon a variety of activities. Although basic information is necessary and has to be presented in a historical perspective, it is also essential for today's classroom to stress inquiry and problem-solving techniques that reflect upon an analysis of contemporary issues. In general, there are many types of activities that can and should be emphasized by the classroom teacher, such as

1. Role playing and simulation
2. Sociodrama
3. Panels, debates, and round-table discussions
4. Committee work, group projects, and individual projects
5. Interviews
6. Utilization of resource people for classroom presentations
7. Newspapers and other current events materials
8. Field trips
9. An analysis of radio and television presentations and editorials
10. Games that teach
11. Individual reports and research

Specific Strategies

Activities that are more specific can be utilized on a graduated basis dependent upon the maturity of the individual students and the groups, such as

1. Investigate number and types of statutes and ordinances applicable to youth.
2. Conduct community research to determine
   a. Number of registered voters
   b. Qualifications for voter registration
   c. Number of registered voters voting in the last primary and general election.
3. Determine ways in which students can become involved in the electoral process, such as

a. Encouraging the apathetic voter to participate
b. Soliciting additional registrants
c. Providing transportation for the balloting and/or registration
d. Rendering relative and conditional services, thereby enabling more people to vote, e.g., sitting with the ill, aged, or children.
e. Conducting opinion polls to respond to such questions as "Should a person who fails to vote be penalized?" "What makes a good American?"

4. Plan with local law enforcement agents for a student to accompany a policeman on patrol duty for an extended period of time and report to the class on his varied activities and responsibilities.
5. Plan field trips to open meetings of school boards, city councils, traffic courts, and trial courts.
6. Participate in annual state activities such as Girls State, Boys State, Youth legislature, and the Alabama Conference on Citizenship.
7. Explore possibility of locating a sponsoring organization, where required, to send students to annual national conferences and/or seminars such as Presidential Classroom for Young Americans, United States Senate Youth Program, and others.
8. Involve as many students as possible in opportunities that will permit them to officiate as referees and umpires during class and inter-group games that strengthen respect for law enforcement agencies, those charged with decision making, etc.
9. If a school constitution exists, the students could examine it to see if it contains political principles similar to those in the U.S. Constitution. If no school constitution exists, the students could form a constitution convention and draft one. Students could also plan the process whereby a constitution for an imaginary nation is evolved; follow this with simulation of "living under" this government.
10. Students could visit court during naturalization ceremony and record the process for class analysis.
11. Explore ethnic areas; for example:
    a. Students could imagine they have just been naturalized and write letters to friends in old country describing new role.
    b. Select some national group of interest and report its contribution to the American system of law.
12. Conduct local in-depth studies; for example:
    a. Determine how jurors are selected for local and federal cases.
    b. What classes of people are most likely to request exemption from jury duty.
    c. Percentage of women and minority groups serving on jury.
    d. The remuneration for jurors. Would this influence the desire to serve — or should it?
    e. Pros and cons of trial by jury or panel of judges.
    f. Pros and cons concerning manner in which judges are selected and the length of time they should serve.
13. Scrapbooks can be established of news clippings of current court cases or public issues. Critique media's handling of such items.
14. Students could be challenged to review existing laws in order to consider the values they purport to protect. They could also be encouraged to write laws designed to pro-

tect certain values.

15. Write or analyze songs, plays, poems, essays, short stories, etc. as they relate to law and order.
16. Tape interviews with those in punitive institutions and share their experiences with other members of the class.
17. Take part in a mock trial, legislature, broadcast or telecast as it relates to some contemporary issue or concern.
18. Become involved in community research and action programs such as
    a. Investigation to determine what residential area or areas appear to have the most flagrant litter violation and why.
    b. Taking part in a clean-up campaign.
19. Plan with local bar association as to ways to meaningfully participate in and observe Law Day.
20. Have students research the most current data as to the crime rate in the United States and in Alabama; if a change, offer suggestions as to the reasons based upon further research.

HONESTY

Honesty

Introduction

One of the most far-reaching concepts with which an educator works is honesty. Honesty reaches down touching the very depths of one's soul. It reaches out affecting even the outer sphere of a person's activities. It reaches up touching humanity's highest ideals in aspirations and in actions.

A chief cliche of our day is "Honesty is the best policy." For that matter "honesty" is a much overworked term. Consequently, it has lost much of its impact and meaning. Many people think of this word as a symbol for a sort of nebulous quality persons ought to possess. Honesty, however, is characterized by specific behavior rather than by the beliefs to which a person adheres. Two psychologists, Hartshorne and May, conducted the first major study of moral character in 1928. Authorities in the field still draw upon these findings. The Hartshorne-May study points out that a person's verbal moral values about honesty have nothing to do with how he acts.

When rightly understood, honesty covers a wide range of an individual's definite actions determined partly by his personal attitudes and partially by the ideas of his peer group and by society as a whole. Honesty denotes positive behavior such as telling the truth, being unpretentious, acting justly toward others, dealing fairly with others, being trustworthy, characterized by deeds of openness and sincerity. Dishonesty, on the other hand, is characterized by cheating, stealing, lying, and a disregard for the property, feelings, and opinions of others.

After describing the meaning of honesty, the remainder of this discussion will deal first with general and then specific strategies which are suggestive of what resourceful teachers can do to guide their students into purposeful and meaningful learning experiences in the broad but necessary area of honesty.

General Strategies

1. Teachers should be aware of the vast significance of the influence of their actions both inside and outside the classroom.
   a. Authorities in the field of education have felt for some time that in many instances educators teach more by what they do than by what they say.
   b. The character of the teacher rather than the content of the lesson oftentimes gets through more forcefully to the student.
2. Perhaps honesty can best be approached when it spontaneously comes up in classroom discussion.
   a. Children are likely to learn honest patterns of behavior when teachers put an emphasis on teaching students — relating to their expressed interests and needs rather than just teaching subject matter.
   b. Readjusting the schedule of a unit by one day may be easier than attempting to keep on schedule and ignoring the needs of the class.
3. The positive rather than the negative approach in dealing with honesty may prove to be far more effective.
   a. An example of the positive approach is to guide students in taking pride in their school property, as opposed to merely telling them not to abuse the facilities of the

school.

(1) Students can be led not only in keeping the classroom clean but in decorating the room as well.

(2) The same approach may be used pertaining to the school grounds by planting flowers, arranging an outdoor bulletin board, and the like.

b. Another example of the positive approach is to guide students in improving their own work and to help others with their assignments, rather than merely attempting to prevent cheating.

4. A workable approach in motivating students to desire honest behavior is to guide the young people in determining the immediate and long-range advantages and disadvantages resulting from an honest and a corresponding dishonest act.
   a. It has been said that a young person was asked why he never took any money from the cash register of a store in which he worked. He replied, "I would have to live with it the rest of my life, and that would be too big a price to pay."
   b. The immediate benefits of cheating on a test would be to perhaps make a better grade. However, the long-range result may be not knowing some basic information that would hinder the student years later.
   c. Rollo May, a well-known psychologist, talks about the importance of this approach in *The Art of Counseling*. He makes the point that young people are not attracted to something because it is abstractly "good" or "recommended," but rather the ideal which gives the promise of helping him toward the goals in life he desires to attain.
5. Louis Raths developed a system of values clarification which can be found in nearly every work on values education. It is along the same lines of the approach mentioned above. The parts of his valuing process are briefly
   a. Choosing
      (1) Freely
      (2) From alternatives
      (3) After thoughtful consideration of the consequences
   b. Prizing
      (1) Cherishing, being happy with the choice
      (2) Willing to affirm the choice publicly
   c. Acting
      (1) Doing something with the choice
      (2) Examining repeated behavior and patterns in life

   Using this approach the teacher is equipped to guide students to clarify actions for themselves instead of being made to take someone's word for it.
6. Students are encouraged to at least consider honest behavior if the classroom atmosphere makes them feel accepted, appreciated, and capable of doing something well.

Specific Strategies

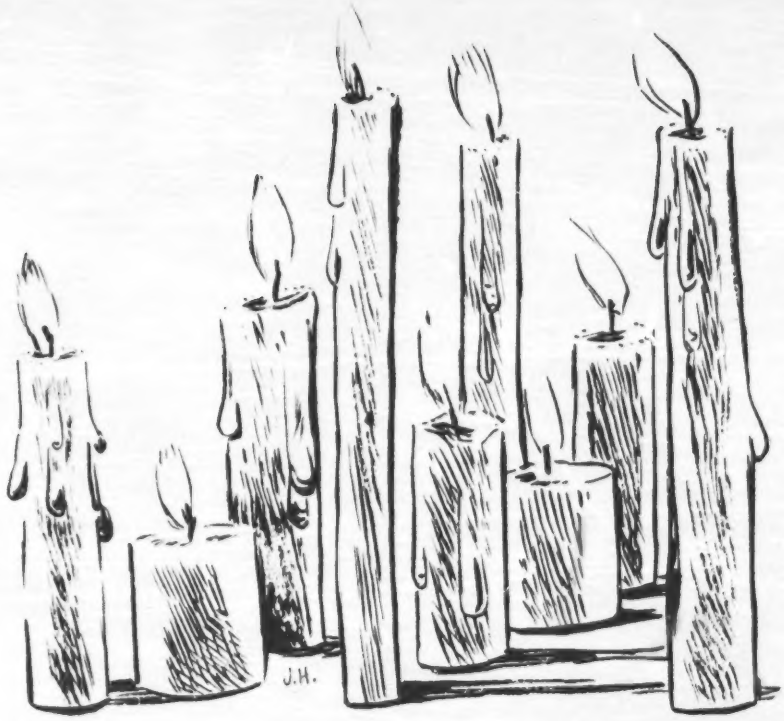
1. Write an original story or poem dealing with some aspect of honesty.
2. Think of some decisions involving honesty in the area of mathematics, science, business education, sports, music, English, or history.
3. Have panel discussions, symposiums, and debates on some aspect of honesty.

4. Rap sessions may be scheduled for some class periods when students are given the opportunity to discuss their questions and problems regarding honest and dishonest behavior.
5. The following activities may be correlated for use with a class studying respect for public and private property.
   a. Plan and present a bulletin board of pictures of schools, other types of government-owned buildings, homes, and stores owned by individuals.
   b. Have a tour of the school building and grounds to observe if the property is being respected and cared for properly.
   c. Request a statement from the board of education giving the expense of repairing and replacing property destroyed by vandals.
   d. Have a committee from the class make an appointment with the school superintendent to discuss the problem of destruction of school property.
   e. Have a committee from the class draw up and submit to the student body a plan for improving the situation of abuse of school property.

6. Suggested problem situations are given below which may be used for class discussion, group sessions, or for individual students to decide for themselves.
   a. You are to have a mathematics test fifth period. You see Ann who had the test first period at lunch. Should you ask her what is on the exam?
   b. You go on a fishing trip with some friends, and all of you catch more than the quota for one day. Should you throw some of the fish back?
   c. You are asked to wash the dinner dishes because your sister has a date. Should you suddenly "remember" how much homework you have and say there is not enough time for you to take over for your sister?
   d. You find a billfold in the hall as you go to the library. Nobody sees you pick it up. Should you take it to the office or keep it since there is no name in the billfold and $10.00 inside?
   e. During the summer you work in an office. You feel you are underpaid. Should you occasionally take a few office supplies that you can use in school next year?
   f. A cashier in a store gives you too much change. Should you keep it and say nothing since she charged you too much on another occasion?
   g. Since your biology teacher gives your class a pop test, should you cheat since others in the class are doing it and because you think the test is unfair?
   h. As you run hurriedly out of the house, late for an important date, your mother asks, "Did you clean your room?" Would you say "yes" if you knew she would not check up on you?
   i. If your test paper had a B on it but you saw that it should be a C, should you tell the teacher to correct it?
   j. If you and a friend were assigned to work on a class report together and you did not have time to do your part, would you sign your name to the report anyway?
   k. You are given $15.00 to spend for refreshments for a class party and you bought some items wholesale, making the cost $13.50. Would you keep the change?
   l. If the speed limit were 60 miles per hour, but the road was clear and you enjoy going fast, would you speed up to 70 or faster?

m. You are with a friend when he takes an article from the store counter and leaves the store without paying for it. What action should you take?

Note: The SRA Guidance Services has a 48-page booklet, *Ethics for Everyday Living*, by Mary V. Neff, which contains a number of other problem situations which could be well suited for classroom use.



REVERENCE

Reverence

Introduction

Reverence is the attitude of feeling and showing profound honor and respect. This is one of the highest attributes a person may develop. It, like other qualities of character, is more readily developed during the formative years. It appears to be a lasting attribute once it is developed.

Reverence involves our attitude and our relationship to sacred things, to other people, and particularly toward a supreme being.

The school should assume the development of this attribute in students as one of its tasks even though it may prove to be a most difficult one. This should be done in the public schools without pressure from the teacher to bring about conformity of thought or agreement with a particular belief. A student holding views different from the teacher or from the majority of the class must be given proper respect and opportunity to express himself. As in all other teaching, the personal character of the teacher is inseparable from his instruction. The teacher must never say, "I tried to feed them with an empty spoon." It appears, therefore, that a good part of the instruction in reverence should be done by the example of the teacher. Every opportunity should be used to show proper respect to sacred things, toward other people, and toward God. Many areas of instruction and many school activities provide opportunities for guidance and discussion in this area.

Specific Strategies for Instruction

1. In science classes where questions arise as to the origin of the earth and the universe, with their many mysteries, beauties, and wonders, time should be given to discuss all points of view as to how these things came into existence.
2. Whenever possible, students should be directed in giving thanks for their food, clothing, and shelter.
3. The part of the parents in providing food, clothing, and shelter should be taught as a means of developing reverence and respect toward them.
4. In health classes where instruction about the care of our bodies is being given is a good place to include ideas about reverence for the Creator of our bodies.
5. In classes where the effect of drugs, alcohol, and tobacco on the body is being discussed in another place where the respect for the Creator of the body can be stressed.
6. Reverence and devotion can be developed in voluntary clubs or quasi-religious organizations such as the Fellowship of Christian Athletes.
7. Field trips into natural environments give opportunity for discussion about the origin of the earth and its contents and beauty.
8. The use of capable speakers for assembly programs could be effective in developing reverence. This method should be used only occasionally and with carefully chosen speakers.
9. Guidance counselor could work with students on an individual basis, helping students to arrive at a wholesome attitude toward other people and toward a supreme being.

10. Students should be given instruction as to proper behavior on occasions where the Bible is being read or devotions are being offered, such as in church, public assemblies, and athletic events.
11. Each library should have a copy of the Bible or the version of the Bible used by the various religions.
12. Devotionals at the opening of faculty meetings and at P. T. A.'s help to develop an atmosphere of reverence that should have results in homeroom periods.
13. Children in the primary grades would benefit by a field visit to beautiful church buildings or synagogues in the community. This activity should be on a voluntary basis, and the children should have a part in deciding on places to visit.
14. Choral groups should be taught some songs that show reverence, such as "How Great Thou Art," "The Battle Hymn of the Republic," and "America The Beautiful."
15. Seasonal television programs at Thanksgiving and Christmas could well be used as a means of developing interest in and appreciation for sacred things.
16. Literary quotations expressing reverence could be read by the students in class, homeroom periods, or clubs.
17. At graduation the Doxology at the opening of the program helps to bring out reverence for God at a most psychological time for the seniors.

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